DOCUMENT RESUME

ED 233 542 EC 160 070

AUTHOR Harrison, Patti L.
TITLE The Performance of Emotionally Disturbed, Hearing Impaired, and Visually Handicapped Children on the Vineland Adaptive Behavior Scales.
PUB DATE May 83
NOTE 19p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (107th, Dallas, TX, May 29-June 2, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adaptive Behavior (of Disabled); Elementary Secondary Education; *Emotional Disturbances; *Hearing Impairments; Standardized Tests; *Test Norms; *Visual Impairments
IDENTIFIERS *Vineland Adaptive Behavior Scales

ABSTRACT

The Vineland Adaptive Behavior Scales were administered to 134 emotionally disturbed children (9-15 years old), 323 hearing impaired children (6-13 years old), and 185 visually handicapped children (6-13 years old). Respondents were residential program staff familiar with the children's daily activities. Scores were computed for six domains: communication, daily living skills, socialization, motor skills, and two measures of maladaptive behavior. Means and standard deviations are presented across the six domains for each of the three populations. Results indicated that the difference between the visually handicapped and non-handicapped sample was much greater than differences between the other two handicapped samples and the nonhandicapped sample. Greater variability in adaptive behavior scores was noted for hearing impaired and visually impaired samples. In general, the intercorrelations among adaptive behavior domains were higher for the visually impaired sample. Data supported the need for special norming of the Vineland for these populations. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED233542

The Performance of Emotionally Disturbed, Hearing Impaired, and Visually Handicapped Children on the Vineland Adaptive Behavior Scales

Patti L. Harrison
American Guidance Service
Circle Pines, Minnesota

Paper presented at the annual meeting of the American Association on Mental Deficiency, Dallas, Texas, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Patti L. Harrison
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 160070

The Performance of Emotionally Disturbed, Hearing Impaired, and Visually Handicapped Children on the Vineland Adaptive Behavior Scales

Although the adaptive behavior construct has been used primarily in the area of mental retardation, it has many applications for individuals with other handicaps. The assessment of a person's personal and social sufficiency provides important information about the person's development that can be used in diagnosis and planning programmatic intervention. In addition, adaptive behavior scales typically require an informant who is familiar with the handicapped person and thus allow the psychologist to evaluate individuals who cannot participate in typical assessment situations.

Three groups of children with handicaps other than mental retardation participated in a special norming program for the Vineland Adaptive Behavior Scales (Sparrow, Balla, and Cicchetti, in press): emotionally disburbed, hearing impaired, and visually handicapped children. These individuals were included in the program for four reasons:

1. The major purpose of the special norming was to provide supplementary percentile ranks for individuals with these handicaps. If a psychologist uses the revised Vineland with an individual who has one of these handicaps, the psychologist can obtain two types of scores: standard scores and percentile ranks indicating the individual's performance in comparison

to a representative sample of non-handicapped individuals and percentile ranks indicating the handicapped individual's relative standing in relationship to a sample with the same handicap.

2. Another purpose of the special norming was to obtain meaningful clinical information from the psychologists who participated in the program. This information included suggestions about items of the Vineland that seemed particularly useful for these handicapped individuals and observations about handicapped individuals' performance in areas not measured by the revised Vineland, but related to adaptive behavior.
3. The third purpose was to provide an objective basis for planning programmatic intervention for individuals with the three handicaps. Because adaptive behavior (e.g. self-help skills, communication, and social skills) are often emphasized in programs, the findings of an adaptive behavior assessment serves many functions. For example, the revised Vineland indicates skills that should be stressed in a program and measures progress during the program and success at the conclusion of the program.
4. The final purpose was to provide statistical evidence for the interpretation of Vineland scores by investigating aspects of adaptive behavior such as typical patterns of

strengths and weaknesses amd developmental acquisition of skills.

The purpose of the present paper is to describe preliminary results of the performance of emotionally disburbed, hearing impaired, and visually handicapped individuals on the Vineland Adaptive Behavior Scales.

Method

Subjects

The following samples of children participated in the special norming program for the revised Vineland: 134 emotionally disburbed children, ages 9 to 15½ years; 323 hearing impaired children, ages 6 to 13 years; and 185 visually handicapped children, ages 6 to 13 years. The children were residents of 27 state or private residential facilities located in every region of the United States.

Procedure

The standardization version of the Vineland Adaptive Behavior Scales, Interview Edition: Survey Form was administered during September 1981 to May 1982. Respondents were staff members of the residential facilities who were familiar with the daily activities of the individuals, for example, house parents, teachers, and counselors. Interviewers were psychologists or social workers who, before the norming program began, participated in training workshops

for the administration of the revised Vineland. The Vineland was administered using a semi-structured interview technique.

Total raw scores, or the sum of item scores, were computed for six domains:

Domain	Maximum Raw Score
Communication	136
Daily Living Skills	187
Socialization	136
Motor Skills	72
Maladaptive Behavior 1	54
Maladaptive Behavior 2[a]	72

Results and Discussion

Means and standard deviations of domain raw scores obtained by the three samples are found in Tables 1-3. These data can be compared to the means and standard deviations for normal, non-handicapped children reported in Table 4. Tables 1-4 indicate that all three samples of handicapped children had lower mean scores in the four adaptive behavior domains than non-handicapped individuals the same

[a]The second maladaptive behavior domain comprises the items of the first maladaptive behavior domain (Maladaptive Behavior 1) and additional items measuring severe adaptive behavior.

age. The difference between the visually handicapped and non-handicapped sample was much greater than the differences between the other two handicapped samples and the non-handicapped sample. The maladaptive behavior mean scores for the emotionally disturbed and visually handicapped samples were much higher than the non-handicapped sample mean scores; the hearing impaired sample was comparable to the non-handicapped sample in the maladaptive behavior domain. Another notable finding reported in Tables 1-4 concerns the standard deviations for the four adaptive behavior domains obtained by the hearing impaired and visually handicapped samples. The standard deviation for these samples are much higher than standard deviations for the non-handicapped sample, indicating more variability in adaptive behavior scores.

Intercorrelation matrices of raw scores for the six domains are reported in Table 5 (emotionally disturbed sample), Table 6 (hearing impaired sample), and Table 7 (visually handicapped sample). In general, the correlation coefficients of the four adaptive behavior domains for the visually handicapped sample were higher than the coefficients for the other two samples. Possible reasons that the correlations are higher for the visually handicapped sample are the greater variability in scores evidenced for this sample and the pervasive effects a visual handicap has on all areas of adaptive behavior.

In conclusion, the data presented in this paper are preliminary but seem to indicate interesting patterns for the adaptive behavior of emotionally disburbed, hearing impaired, and visually handicapped

children. The data support the necessity of a special norming of the Vineland with these individuals. The derived scores and other interpretive information which will be reported in the revised Vineland manual will be useful to professionals who work with these handicapped children.

Table 1.

Means and Standard Deviations of Vineland

Domain Raw Scores for Emotionally Disturbed Children

(ages 9-0 to 15-5; N = 134)

	Domain											
	Communication		Daily Living		Socialization		Motor		Maladaptive 1		Maladaptive 2[a]	
Age Group	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
9-0 to 10-5	106.9	8.3	129.1	18.6	82.9	13.5	70.6	3.7	14.2	7.1	15.5	8.1
10-6 to 11-5	111.4	12.6	126.3	20.0	82.7	16.2	68.6	8.1	19.2	8.6	23.3	12.4
11-6 to 12-5	114.8	9.7	133.4	23.0	86.2	21.0	70.2	3.2	18.3	8.0	22.4	11.3
12-6 to 13-5	118.8	12.9	142.7	18.9	96.4	18.4	70.9	2.0	17.7	9.5	20.6	12.0
13-6 to 14-5	123.9	9.3	146.3	17.9	100.3	13.4	71.0	3.5	16.2	8.8	17.8	9.4
14-6 to 15-5	126.3	7.9	149.7	14.7	108.6	17.6	71.4	2.4	19.8	7.7	23.3	10.1

[a]The second score for the Maladaptive Behavior Domain (Maladaptive 2) comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior.

Table 2.

Means and Standard Deviations of Vineland Domain Raw Scores for Hearing Impaired Children (ages 6-0 to 12-11; N = 323)

		Domain											
		Communication		Daily Living		Socialization		Motor		Maladaptive 1		Maladaptive 2[a]	
Age Group	N	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
6-0 to 7-5	33	80.9	17.5	96.6	14.1	76.0	13.9	68.0	3.6	8.9	6.3	10.4	7.7
7-6 to 8-5	42	88.5	24.6	105.0	24.4	79.6	18.8	66.7	10.8	8.3	5.6	9.2	6.2
8-6 to 9-5	52	93.9	23.3	115.3	16.9	81.8	16.1	69.6	4.0	8.4	6.8	9.2	7.9
9-6 to 10-5	43	96.4	24.2	121.1	17.8	86.4	18.7	67.5	11.2	9.0	9.6	10.1	11.3
10-6 to 11-5	67	102.5	25.9	129.6	20.7	90.9	19.4	69.8	5.9	8.8	7.3	9.7	8.5
11-6 to 12-11	86	112.1	18.4	140.0	14.8	102.6	11.5	70.9	2.7	7.0	7.9	7.5	8.5

[a]The second score for the Maladaptive Behavior Domain (Maladaptive 2) comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior.

Table 3.

Means and Standard Deviations of Vineland
Domain Raw Scores for Visually Handicapped Children
(ages 6-0 to 12-11; N = 185)

		Domain											
		Communication		Daily Living		Socialization		Motor		Maladaptive 1		Maladaptive 2[a]	
Age Group	N	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
6-0 to 7-5	24	53.9	33.5	56.5	31.8	49.0	27.2	44.4	21.4	12.0	7.9	15.5	8.8
7-6 to 8-5	24	62.4	34.5	64.3	33.9	57.1	29.5	46.8	16.3	10.5	8.6	13.9	12.2
8-6 to 9-5	24	68.3	39.8	74.5	40.4	65.0	36.1	47.5	20.5	9.5	7.6	12.7	10.7
9-6 to 10-5	34	81.0	36.8	85.2	46.6	67.2	31.6	51.7	17.1	11.8	8.8	15.6	12.2
10-6 to 11-5	40	84.5	37.7	92.0	43.2	71.2	32.0	50.6	19.5	13.1	9.6	16.4	12.2
11-6 to 12-11	39	79.8	36.2	93.8	39.2	72.4	30.5	53.8	13.6	9.3	7.9	12.8	11.4

[a]The second score for the Maladaptive Behavior Domain (Maladaptive 2) comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior.

Table 4.

Means and Standard Deviations of Vineland
Domain Raw Scores for Normal Children
(ages 6-0 to 15-5; N = 1600)

		Domain											
		Communication		Daily Living		Socialization		Motor[a]		Maladaptive 1		Maladaptive 2[b]	
Age Group	N	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
6-0 to 6-11	200	95.9	10.1	112.7	12.7	90.3	11.8	68.6	3.4	6.8	5.1		
7-0 to 7-11	200	104.9	7.9	120.6	13.0	95.8	10.4	70.3	2.6	7.0	5.8		
8-0 to 8-11	200	114.7	7.9	134.0	10.6	97.2	10.2	71.0	1.6	7.3	6.3		
9-0 to 9-11	200	119.9	8.7	139.3	11.9	100.4	11.2			7.4	6.8		
10-0 to 10-11	200	123.2	7.0	144.9	10.0	106.7	8.2			6.8	6.1		
11-0 to 11-11	200	125.0	7.0	147.8	10.0	108.9	8.5			6.6	5.4		
12-0 to 13-11	200	127.4	6.4	156.3	10.3	113.7	7.6			6.2	6.1		
14-0 to 15-11	200	130.8	4.6	161.7	8.7	120.1	6.8			5.0	5.3		

[b]The second part of the Maladaptive Behavior Domain was not administered for normal children.

Table 5.

Correlation Matrix of Vineland Domain Raw Scores
for Emotionally Disturbed Children
(ages 9-0 to 15-5; N = 134)

Domain	Communication	Daily Living	Socialization	Motor
Daily Living	.62			
Socialization	.63	.78		
Motor	.41	.44	.40	
Maladaptive 1	-.14	-.44	-.45	-.16
Maladaptive 2[a]	-.14	-.42	-.43	-.12

[a]The second score for the Maladaptive Behavior Domain comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior. Because of the overlap between Maladaptive 1 and Maladaptive 2, the correlation between the two is not reported.

Table 6.

Correlation Matrix of Vineland Domain Raw Scores
for Hearing Impaired Children
(ages 6-0 to 12-11; N = 323)

Domain	Communication	Daily Living	Socialization	Motor
Daily Living	.80			
Socialization	.75	.82		
Motor	.47	.50	.45	
Maladaptive 1	-.21	-.20	-.31	-.10
Maladaptive 2[a]	-.18	-.15	-.28	-.07

[a]The second score for the Maladaptive Behavior Domain (Maladaptive 2) comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior. Because of the overlap between Maladaptive 1 and Maladaptive 2, the correlation between the two is not reported.

Table 7.

Correlation Matrix of Vineland Domain Raw Scores
for Visually Handicapped Children
(ages 6-0 to 12-11; N = 185)

Domain	Communication	Daily Living	Socialization	Motor
Daily Living	.94			
Socialization	.92	.93		
Motor	.82	.87	.80	
Maladaptive 1	-.50	-.53	-.60	-.33
Maladaptive 2[a]	-.46	-.48	-.56	-.28

[a]The second score for the Maladaptive Behavior Domain comprises scores from items of Maladaptive 1 and scores from additional items measuring severe maladaptive behavior. Because of the overlap between Maladaptive 1 and Maladaptive 2, the correlation between the two is not reported.